



# West Dean CE Primary School

## End of Year Expectations for Year 3



This booklet provides information on the end of year expectations for children in our school.

These are the National Curriculum requirements which we will assess learning against.

Anything you can do at home to help your children will make a huge difference.

For example, as you help your children with homework and target work, if they show that they understand or can do one of these things, then please make a brief note of it, adding the date.

You may also spot their learning at other times, such as when you are shopping or travelling.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school.

These are included in this pack.

Simply talking to your children and encouraging them to explain their thinking is really valuable.

We are sure you will be able to provide excellent speaking and listening opportunities at home!

Please don't worry about your handwriting or how to record things – the space is just for your notes/jottings! We really do value what the children achieve outside school as well as in the classroom. We will take a look each half term and it will really help to give us another view of the children's learning so that we can work in partnership with you all at home to tailor our teaching to suit the children's needs.

All the expectations will be worked on throughout the year and will be the focus of direct teaching as well as opportunities for application and consolidation.

NB: the 'a,b,c' lettering is just for ease of reference: there is no order or hierarchy.

Please take care of this booklet.

We will collect it in a week before the end of each half term.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to your child's teacher.

In addition to this, you may be able to help children develop the all-important **learning behaviours** required for children to achieve their best in school. These are included in this pack. Work on oracy will be extremely helpful and we include the primary school objectives below.

You will be able to provide excellent speaking and listening opportunities at home!

<b>Speaking and Listening Expectations Year 1 to Year 6</b>	
<b>a</b>	listen and respond appropriately to adults and their peers
<b>b</b>	ask relevant questions to extend their understanding and knowledge
<b>c</b>	use relevant strategies to build their vocabulary
<b>d</b>	articulate and justify answers, arguments and opinions
<b>e</b>	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
<b>f</b>	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
<b>g</b>	use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
<b>h</b>	speak audibly and fluently with an increasing command of Standard English
<b>i</b>	participate in discussions, presentations, performances, role play/improvisations and debates
<b>j</b>	gain, maintain and monitor the interest of the listener(s)
<b>k</b>	consider and evaluate different viewpoints, attending to and building on the contributions of others
<b>l</b>	select and use appropriate registers for effective communication

## Reading Expectations Years 3 and 4

a	apply their growing knowledge of root words, prefixes & suffixes (morphology and etymology), as listed in <a href="#">English appendix 1</a> , both to read aloud and to understand the meaning of new words they meet	
b	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	
c	<b>develop positive attitudes to reading, and an understanding of what they read, by:</b>	
d	•listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
e	•reading books that are structured in different ways and reading for a range of purposes	
f	•using dictionaries to check the meaning of words that they have read	
g	•increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	
h	•identifying themes and conventions in a wide range of books	
i	•preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	
j	•discussing words and phrases that capture the reader's interest and imagination	
k	•recognising some different forms of poetry [for example, free verse, narrative poetry]	
l	<b>understand what they read, in books they can read independently, by:</b>	
m	•checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context	
n	•asking questions to improve their understanding of a text	
o	•drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
p	•predicting what might happen from details stated and implied	
q	•identifying main ideas drawn from more than 1 paragraph and summarising these	
r	•identifying how language, structure, and presentation contribute to meaning	
s	retrieve and record information from non-fiction	
t	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	

## Writing Expectations Years 3 and 4

a	use further prefixes and suffixes and understand how to add them - see <a href="#">English appendix 1</a>
b	spell further homophones, eg: hear, here
c	spell words that are often misspelt - see <a href="#">English appendix 1</a>
d	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
e	use the first 2 or 3 letters of a word to check its spelling in a dictionary
f	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
g	Join all letters in handwriting, with a more consistent size and style
h	increase the legibility, consistency and quality of their handwriting, [eg: downstrokes are parallel and equidistant, and appropriate size/space]
i	<b>plan their writing by:</b> •discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •discussing and recording ideas
j	
k	<b>draft and write by:</b> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 •organising paragraphs around a theme •in narratives, creating settings, characters and plot •in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
l	
m	
n	
o	
p	<b>evaluate and edit by:</b> •assessing the effectiveness of their own and others' writing and suggesting improvements •proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
u	proofread for spelling and punctuation errors

v	read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
w	<b>develop their understanding of the concepts set out in English appendix 2 by:</b> <ul style="list-style-type: none"> <li>•extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> </ul>
x	<ul style="list-style-type: none"> <li>•using the present perfect form of verbs in contrast to the past tense</li> </ul>
y	<ul style="list-style-type: none"> <li>•choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>
z	<ul style="list-style-type: none"> <li>•using conjunctions, adverbs and prepositions to express time and cause</li> </ul>
za	<ul style="list-style-type: none"> <li>•using fronted adverbials</li> </ul>
zb	<ul style="list-style-type: none"> <li>•learning the grammar for years 3 and 4 in [English appendix 2]</li> </ul>
zc	<b>indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li>•using commas after fronted adverbials</li> </ul>
zd	<ul style="list-style-type: none"> <li>•indicating possession by using the possessive apostrophe with plural nouns</li> </ul>
ze	<ul style="list-style-type: none"> <li>•using and punctuating direct speech use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
zf	use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading

### Mathematics Expectations Year 3

a	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
b	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
c	compare and order numbers up to 1000
d	identify, represent and estimate numbers using different representations
e	read and write numbers up to 1000 in numerals and in words
f	solve number problems and practical problems involving these ideas
g	add and subtract numbers mentally, inc: <ul style="list-style-type: none"> <li>- a three-digit number and ones</li> <li>- a three-digit number and tens</li> <li>- a three-digit number and hundreds</li> </ul>
h	add and subtract numbers with up to three digits, using formal written methods of columnar addition & subtraction
i	estimate the answer to a calculation and use inverse operations to check answers
j	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
k	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables as well as 2,5,9,10 & 11 where there are patterns
l	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
m	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
n	count up & down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
o	recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
p	recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
q	recognise and show, using diagrams, equivalent fractions with small denominators
r	add and subtract fractions with the same denominator within one whole (eg, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ )
s	compare and order unit fractions, and fractions with the same denominators

t	solve problems that involve all of the above
u	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
v	measure the perimeter of simple 2-D shapes
w	add and subtract amounts of money to give change, using both £ and p in practical contexts
x	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
y	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
z	know the number of seconds in a minute and the number of days in each month, year and leap year
za	compare durations of events [for example to calculate the time taken by particular events or tasks]
zb	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
zc	recognise that angles are a property of shape or a description of a turn
zd	identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
ze	identify horizontal and vertical lines and pairs of perpendicular and parallel lines
zf	interpret and present data using bar charts, pictograms and tables
zg	solve one-step and two-step questions[ for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

## Learning Behaviours

	<b>Fantastic Elastic Brains</b> .....	<b>What does the learning behaviour mean? What might you do?</b>	<b>Space to jot down examples where these behaviours have been evidenced. How can you get better as a learner?</b>
<b>a</b>	....persevere	....am resilient and I don't give up when faced with tricky things. I try different approaches to find what works.	
<b>b</b>	....are independent	....can work well alone, focusing on the task and ignoring disruptions. I am self-confident and can make my own decisions.	
<b>c</b>	..collaborate	....work well in a team or with a partner, sharing ideas and compromising where needed. I am supportive of others and I'm a good listener.	
<b>d</b>	....create	....am imaginative and come up with original ideas. I am adaptable and will think of alternative suggestions to problems	
<b>e</b>	....are curious	....ask lots of questions and am keen to find out the answer to problems. I enjoy discovering and exploring new things.	
<b>f</b>	....join up their thinking	....make links between ideas and spot similarities and relationships. I can apply my learning to different settings.	
<b>g</b>	....love a challenge	....enjoy a challenge and have a belief that I can learn and improve with effort. I am open-minded and flexible.	
<b>h</b>	....think bigger	....make plans and follow them, thinking carefully about the next steps. I am strategic, organised, prepared and analytical.	
<b>i</b>	....adapt	....am flexible and can change my ideas or actions when I get feedback or find a better way.	